

Strategic Plan, 2015-2016.

Please complete first draft by August 21st, 2015.

Park Elementary School Strategic Plan 2015-16		
Principal Practice Goal #1:		
Competency:	Culture of Achievement	
SMART Goal:	By June 2016, Park Elementary School will score proficient on 85% of the student culture rubric categories in the eight key routines and procedures, measured by two annual school walkthroughs.	
<p>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</p> <ul style="list-style-type: none">-Reduce out of class time through the use of restorative practices and hallway movement throughout the school.-Tools that are needed: student culture rubric, walkthrough protocol, school culture survey, scripts of procedures and routines, scripts of PD on student culture and snapshot videos of the eight culture traits.-Tasks/events that need to occur: PD training, model/practice perfect walkthroughs, observations focused on school culture, survey distribution, analysis of walk-throughs and survey results.-Administrators, staff and students need to be coached/empowered/inspired, especially new staff members.		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT's DONE)
Reduce Out of Class Time	<ul style="list-style-type: none">-Increase teacher ability in maximizing use of instructional time due to smooth transitions and common practices throughout the school-Train teachers/students/staff on key tenets of restorative practices<ul style="list-style-type: none">i. Increase use of affective questionsii. Increase use of affective statementsiii. Increase use of small impromptu conferencesiv. Use circle conference to create communityv. Increase use of restorative	<ul style="list-style-type: none">-Less student movement in the hall-All students in the hall have a pass

	<p>practices</p> <ul style="list-style-type: none"> -Establish school norms and classroom norms –i.e.: GREAT mantra -Administrators & SST will monitor effective implementation -All students must have a pass to be in the hall and an appointment to see a specialty teacher or support staff 	
<p>Create Advisory Council for Grades 6-8/PK-8</p>	<ul style="list-style-type: none"> -Generate class schedules that allocate weekly advisory time -Train teachers/staff/students on key tenants/benefits of advisory -Establish school protocols that drive advisory -Establish Monthly Advisory Goals via TM/SST/CST/HIB -Analyze progress of thematic course of study -Train PK teachers on Second Step: A Violence Prevention Curriculum -PK will utilize the District's Second Step Curriculum/Social Emotional Curriculum 	<p>-PK teachers implement Second Step/District's Social Emotional Curriculum for Advisory Period</p>
<p>Administrative and Faculty Training on Culture of Achievement Routines & Procedures</p>	<ul style="list-style-type: none"> -Train and model use of Student Culture Rubric -Train Leadership team in monitoring, analyzing and evaluating culture routines and procedures at Park Elementary to prepare and support the improvement of the learning environments in the school -Conduct a pre-culture walkthrough to continue to learn and define the school culture after one year of implementation of school culture procedures -Create Teacher Team Meeting Peer Observation Form -Grade level walkthroughs focusing on development of two-three culture goals -TM Peer Observations/SST focusing on development of two-three culture goals 	<p>Increased performance on Student Culture Rubric between October and May September 2015 TM & SST Walkthrough (October 2015 & May 2016)</p>

	<ul style="list-style-type: none"> -Facilitate September 2015 Walk-through with administration to practice walk through protocol -Monthly: SST will monitor 8 key routines with a different focus each month. -Facilitate Monthly Review of 8 key routines and procedures during TM and/or faculty meetings -Provide administration/faculty with PD on Culture Survey for Parents/Students/Staff (October 2015 & May 2016) -Train student council on the eight key culture routines and procedures and have those lead students in review during advisory time on Fridays. 	
Share results to continue to establish a common vision and goal expectation	<ul style="list-style-type: none"> -Share the results of Culture Survey for Parents/Students/Staff (October 2015 & May 2016) -Share culture walk-through results with the leadership team and the staff <ul style="list-style-type: none"> i. Communicate results and priorities for improvement <ul style="list-style-type: none"> a. at faculty meetings b. at morning leadership meetings c. during morning announcements d. on short observations e. on long observations f. mid-year and annual assessments ii. Share results with staff 	Walk through Results (October 2015/May 2016) Student Culture Rubric (October/May)
Training/ Implementation of 8	-The first eight key routines were implemented last year and will be	-Routines to begin the school year have been

<p>Key Routines</p>	<p>reviewed for all new staff to Park Elementary. The “GREAT” school mantra/song has been implemented, which will be taught to all new students and new staff members. Additional routines will be selected by the lead teacher team and student council.</p> <ul style="list-style-type: none"> -Continue to provide ongoing PD and walk-throughs to allow for varied learning curves -Intertwine restorative practices with cultural procedures when resolving conflicts -Provide actionable feedback to teachers on their implementation of the cultural procedures and routines <ol style="list-style-type: none"> i. SWBAT sit in STAR ii. SWBAT demonstrate proper arrival & dismissal procedures (return greetings/salutations from teachers and administrators) iv. SWBAT respond to nonverbal cues (HALL and vertical hand when done eating, vertical hand to ask and answer questions) v. SWBAT walk in HALL vi. SWBAT complete lunch procedures (quiet lunch during the first 10 minutes) vii. SWBAT track the speaker upon nonverbal/verbal command viii. SWBAT follow breakfast procedures (eating quietly, reading independently, and recycling trash in a timely manner) ix. SWBAT sing/chant Park Elementary’ s GREAT song: <p>G=Give your all every day R=Respect yourself in every way E=Endure through tough times, be your best A=Achieve high levels of success T=Transform the world to make it great, be yourself and celebrate!</p>	<p>implemented for two years</p> <ul style="list-style-type: none"> -Increased performance on Student Culture Rubric between September and May -Increased teacher ability in maximizing use of instructional time due to smooth transitions and common practices throughout the school -Reduction in out-of-class time -Facilitate Culture Survey Walk- throughs
<p>Increase Parent Involvement in School</p>	<p>-Continue to keep parents abreast of the cultural routines and</p>	<p>-Agenda/Minutes of parent meeting to</p>

Cultures	procedures implemented at the school -Provide parent workshops via community engagement specialist -Send home school culture survey (October and May) -Increase parent contact with teachers and school staff via e-mails -Invite parents to volunteer at school events to provide assistance and monitor school culture routines -Invite parents to serve on school advisory groups, such as the Title 1 Policy Advisory, School Improvement Team, etc. -Report out to parents semi-annually on the school culture survey results	discuss Cultural Survey Results
Principal Practice Goal #2:		
Competency:	Teacher Quality: Rigor and Inclusiveness and Effective Development & Management of Talent to Improve Instruction	
SMART Goal:	Observation & Feedback By June 2016, 100% of the teaching staff will be observed through multiple methods of observations and all observations will identify successes, challenges and actionable growth plans. -Teacher teams will be utilized to provide professional development and increase collaboration -100% of all teachers reporting to Park will be observed in accordance to the New Teacher Framework Guide -Every teacher will receive timely and constructive feedback -Core actions for teachers will be written in clear, measurable, actionable terms	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it): -Teacher team meetings will connect PD to indicators on the Teacher Framework -Teacher year-long observation plan will be generated by each administrator; Vice Principals will submit weekly schedule of upcoming mini-observations and/or formal observations -Observation Trackers will be completed by each administrator on teachers observed		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT's DONE)

<p>Tailored Instruction: Continued PD on Framework for Effective Teaching</p>	<ul style="list-style-type: none"> -Ensure that teachers receive PD on deepening their understanding of the core values of teacher evaluation: Teach, Evidence-Based, Aligned, Consistent, Heard -Provide professional development to teachers on creating specific IPDPs and CAPs -Meet with teachers to discuss strength and growth areas, set personal goals, and create individualized professional development plans to meet those goals. Ensure conversations are grounded in the framework with a common language, understanding and alignment -Continue to differentiate professional development and support based on each educator's needs -Ensure that teachers have PD opportunities in competencies one through five and that they are able to articulate what the indicators look and sound like. -Lesson plan review feedback forms -Monitor and guide teachers in maximizing literacy and math blocks -Ensure special education teachers/CST attend LIFTT training on EasyIEP in the summer and throughout the school year 	<ul style="list-style-type: none"> -Teachers' formal observations demonstrate improvement -Teachers failing to improve practices are documented and accountability measures are put into place -PD agendas, notes and minutes
<p>Formal Observation Schedules</p>	<ul style="list-style-type: none"> -Year-long observation schedule will be submitted to the principal by 8/29/15. -Schedule of observations/follow up conference dates will be submitted weekly to Principal -Monitor administrators' implementation and accuracy of teacher observations 	<p>-Year-long Observation Schedule- August 2015</p>
<p>Observation of Quality Student Work</p>	<ul style="list-style-type: none"> -Observation of teachers' bi-weekly writing and math -Overview of Rubric Performance -Observation of teaching non- 	<p>-Review of student performance overview, teacher feedback and administrative</p>

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	5 th Mat h									
	6 th Mat h									
	7 th Mat h									
	8 th Mat h									

Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):

-Build a learning atmosphere within the school that's encouraging, collaborative, sharing and socially adjusted in which teachers focus on understanding CCSS three major shifts (focus, coherence and rigor) as it relates to PARCC and effectively studying and implementing curricula

-Gather and analyze critical data from the implementation of interim assessments, PARCC, unit assessments and other assessments that will be utilized to drive planning and instruction. Math Exemplars will also be closely analyzed and used as a key informative piece of student data

-Build strong teacher teams and teacher leaders who will work collaboratively to increase student progress by planning yearlong unit and bi-weekly plans that are aligned to PARCC and CCSS and reviewing student work with critical, tailored feedback. Teacher teams must be trained appropriately and provided on-going support as they continue to master the curriculum

- Promote the success of all students by facilitating the rigorous lessons that promote students to construct viable arguments and critique the reasoning & development of others, implementation and stewardship of vision of learning that is shared and supported by the community. Daily mathematics blocks must be maximized through improved lesson planning and formal/informal observations

-Observations (formal and informal) must provide teachers with feedback specific to their lesson plans, rigorous implementation, individualized instruction, review of student portfolios (with the expectation of quality student work) and student assessment results

-The after-school program must support instruction which coincides with the regular school day

-Ensure that all special needs students have access to math curriculum via UDL strategies and appropriate pathways (integrated co-teaching, inclusive direct services, inclusive indirect services, transitional self-contained) teachers will receive ongoing training on UDL/Pathways strategies

-100% of students will demonstrate one year's growth based on PARCC performance assessment (subject to change based on data available)

Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Math Curriculum Implementation	<p>-Teachers will be trained in Common Core State Standards, curricula, team building, planning, best practices, structure of content, non-academic skills and PARCC framework & items. Teachers will include best practices and strategies such as cooperative learning, problem solving strategies, infusion of technology, writing in mathematics (exemplars), teacher-student conferences and implementation, rigor (which includes Conceptual Understanding, Procedural Skills & Fluency and Application). Teachers will be trained to teach math</p>	<p>-Increase in student academic achievement as evident in PARCC 2016, unit assessment and interim assessment results.</p> <p>-Math Exemplars -Unit Assessments -Interim Assessments -As evident in PLC and PD Minutes and Agendas, formal and informal observations and IPDP.</p>

	<p>competencies that will include cognitive skills, interpersonal skills (within yourself) and intrapersonal skills (skills transferred from one situation to another). Administrators will monitor implementation of math curriculum, lesson alignment to CCSS and PARCC by conducting PPO's and formal & informal observations and during PLC and other professional development opportunities</p> <ul style="list-style-type: none">-Maximize math block by developing rigorous lesson plans that are aligned to CCSS major shifts (Focus, coherence and rigor) and major standards as they align to PARCC-Administrators will monitor to ensure the	
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	<p>alignment of school based assessments to the Common Core State Standards, district curriculum and PARCC specifications</p> <p>-Increase teacher productivity by conducting daily/weekly formal and informal observations, providing critical feedback and tailored professional development in a timely manner</p>	
Data Driven Instruction	<p>-Interim assessment data will be collected quarterly. Data will be analyzed and used to create plans for re-addressing challenging math concepts</p> <p>-Exemplars will be administered on a bi-weekly basis. Teachers will score exemplar responses utilizing the NJ Holistic Rubric and submit to administrators</p>	<p>-Increase in student academic achievement as evident in PARCC 2016, unit assessment and interim assessment results.</p> <p>-As evident in PLC and PD Agenda/Minutes</p> <p>-Formal and informal observations and IPDP.</p>

	<p>-Data from Math Exemplars will be utilized to monitor and improve students' writing in mathematics, identify strengths & challenges, and give tailored, critical feedback</p> <p>-PARCC will be analyzed and shared with teachers at the start of the new school year. This data along with unit assessment and interim assessment data will be analyzed and used to tailor instruction</p> <p>-PARCC item samples and specifications will be analyzed throughout the school year. Teachers will dive deeper into understanding and implementing the math CCSS. CCSS will be used to determine focus and goals in preparation for the PARCC</p>	
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<p>Professional Development</p>	<p>-PD (District Level) – Math Teachers will attend math training offered during the summer and throughout the school year.</p> <p>-PD (District Level)– ELA teachers will be trained in <i>Read like a Historian</i>.</p> <p>-K-3 new teachers will be trained in using and analyzing data from DRA/Observational Survey assessment,</p> <p>-EasyIEP training for Special Education teacher and CST</p> <p>-Staff Development (School level) – Math</p> <p>Professional development will focus on, but are not limited to the following:</p> <ul style="list-style-type: none"> – Data Analysis, Assessment Review & Alignment, IPDP, Math in Focus, Team Building and CCSS – Common Core, Math Content ,Teacher 	<p>-Increase in student academic achievement as evident in PARCC 2016, unit assessment and interim assessment results.</p>
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	<p>Framework Review, and Pedagogical Knowledge and T- Data analysis review, colleague-to-colleague class visits and student work review, data analysis of DRA/Observational Survey Results, data analysis of Reading Mastery, Wilson Foundations Results, Connecting Math Concepts/Number Worlds Placement</p> <p>– Math Content, Framework Review, colleague-to-colleague class visits</p> <p>-Team Meetings</p> <p>– Bi-Weekly - TMs will focus on reviewing & analyzing student’s work (exemplars), preparing for PARCC, assessment data analysis/review, colleague-to-colleague class visits & critical</p>	
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feedback,
 colleague
 modeling of
 strategies & best
 practices,
 content &
 pedagogical
 knowledge,
 book studies
 and math shifts
 in common core
 (Focus,
 Coherence, and
 Rigor) &
 building a
 deeper
 understanding
 -Common
 Planning Preps:
 Teachers utilize
 common
 planning prep
 periods to
 develop lesson
 plans, share
 strategies,
 observe each
 other and give
 critical
 feedback. At
 times, teachers
 review student
 work and
 research best
 practices and
 strategies

Time Frame	Unit of Assess ment:
Interim 1	
Septem ber 2015	Administra tive Training
October	Interim

	2015	Assessment 1
	October 2015	DATA Analysis & Action Planning Reflection Meeting
	Interim 2	
	December 2015	Administrative Training
	January 2016	Interim Assessment 1
	January 2016	DATA Analysis & Action Planning Reflection Meeting
	Interim 3	
	May 2016	Administrative Training
	June 2016	Interim Assessment 1
	June 2016	DATA Analysis & Action Planning Reflection Meeting

Principal Practice Goal #4:

Competency:	HIGH QUALITY INSTRUCTION: Literacy Instruction and Curriculum Implementation
SMART Goal:	By June 2016, 100% of ELA teachers will have utilized multiple forms of formative and summative assessments to inform their planning and instruction, implemented the curriculum (Code-X 6-8, Expeditionary Learning 3-5, District Unit Plans k-2) by designing and using the yearlong instructional plan, unit plans and lesson plans, and identified needs specific to each student, resulting in improved student performance in ELA.
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it	

or know how to evaluate it):

- Teacher teams must be trained appropriately and provided on-going support as they continue to master the curriculum
- Teachers must be trained and closely monitored on writing useful unit plans derived from CCSS, which leads toward mastery
- The district's year-long instructional plans must be used to maximize adopted curricula and assessments strategically
- Daily literacy blocks must be maximized through improved lesson planning and classroom visits/observations
- Observations (formal and informal) must provide teachers with feedback specific to their lesson plans, rigorous implementation, individualized instruction, review of student portfolios (with the expectation of quality student work) and student assessment results
- Student assessment data must be reviewed and analyzed in order to plan for class, grade, and school actions (including interim assessment, which is new for ELA teachers)
- Interim Assessments must be analyzed and used to provide consistent data across classes and to tailored teacher instructions
- The after-school program must support instruction that is happening during the school day
- Writing samples must be closely analyzed and used as a key informative piece of student data
- Ensure that all special needs students have access to math curriculum via UDL strategies and appropriate pathways (integrated co-teaching, inclusive direct services, inclusive indirect services, transitional self-contained) teachers will receive ongoing training on UDL/Pathways strategies
- Ensure PK teachers use Creative Curriculum, Thematic Units & Teaching Strategies GOLD assessment data to plan for instruction
- Student assessment data will continue to be reviewed and analyzed in order to plan for class, grade, and school actions (including interim assessment, DRA2/Observational Surveys, Writing Exemplars, Reading Mastery results) (new for Special Education teachers)
- Interim assessments must be analyzed and used to tailored teacher instructions
- Administrators must ensure that they leverage the after school by ensuring the daily attendance of students most in need
- Writing samples must be closely analyzed and used as a key informative piece of student data
- 100% of students will demonstrate one year's growth in DRA2 and observational survey (K-3):
- 100% of students will demonstrate between 50 -100 points lexile level increase

	2015-16 growth of 100 points	2015-16 growth of 50 points
3 rd grade		
4 th grade		
5 th grade		
6 th grade		
7 th grade		

8 th grade			
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT's DONE)	
Implementing curriculum	<ul style="list-style-type: none"> -Train teachers on expectations of unit and lesson plan components. Ensure rigor in all plans -Maximize daily literacy blocks through improved lesson planning -Utilize Newark Public School's year-long instructional plans as a reference and guide when planning with teacher teams or discussing classroom visitations -Plan PLC schedule of colleague observation and feedback sessions -Closely analyze lesson plans in comparison to lessons observed -Continue to plan and implement PD focused on The Common Core mastery and how the NPS framework guides teachers in preparing students -Utilize instructional coaches and academic interventionists to model and support teachers as they implement high impact instructional strategies that will help students meet high demands of curriculum and prepare all (K-8) students for PARCC 	<ul style="list-style-type: none"> -Unit plans, lesson plans, posted objectives and lessons taught will be aligned with CCSS and ELA curriculum, resulting in increased student performance. 	
ELA Interim Assessments	<ul style="list-style-type: none"> -Plan PLCs and provide teachers with resources to create formative assessments in teacher teams -Utilize PLCs to research and create PARCC item types: evidence-based selected response, technology-enhanced constructed response and prose constructed response -Review assessments with bi-weekly submission of lesson plans and assessments -Assess students using SRI in September 2014 and at the conclusion of each marking period. Review results and progress towards goals with teacher teams at PLCs -Provide PD to teachers on new interim assessment 	<ul style="list-style-type: none"> -Assessments will be administered at minimum bi-weekly, in addition to interim assessment and PARCC. 	

	<p>-Disaggregate interim assessment results with teachers during PLC sessions</p> <p>-Adhere to schedule below for interim assessment:</p> <table><tr><th>Time Frame</th><th>Unit of Assessment:</th></tr><tr><td colspan="2">Interim 1</td></tr><tr><td>September 2015</td><td>Administrative Training</td></tr><tr><td>October 2015</td><td>Interim Assessment 1</td></tr><tr><td>October 2015</td><td>DATA Analysis & Action Planning Reflection Meeting</td></tr><tr><td colspan="2">Interim 2</td></tr><tr><td>December 2015</td><td>Administrative Training</td></tr><tr><td>January 2016</td><td>Interim Assessment 1</td></tr><tr><td>January 2016</td><td>DATA Analysis & Action Planning Reflection Meeting</td></tr><tr><td colspan="2">Interim 3</td></tr><tr><td>May, 2016</td><td>Administrative Training</td></tr><tr><td>June 2016</td><td>Interim Assessment 1</td></tr><tr><td>June 2016</td><td>DATA Analysis & Action Planning Reflection Meeting</td></tr></table>	Time Frame	Unit of Assessment:	Interim 1		September 2015	Administrative Training	October 2015	Interim Assessment 1	October 2015	DATA Analysis & Action Planning Reflection Meeting	Interim 2		December 2015	Administrative Training	January 2016	Interim Assessment 1	January 2016	DATA Analysis & Action Planning Reflection Meeting	Interim 3		May, 2016	Administrative Training	June 2016	Interim Assessment 1	June 2016	DATA Analysis & Action Planning Reflection Meeting	
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June 2016	DATA Analysis & Action Planning Reflection Meeting																											
Selection of Students for after-school program	<p>-ELA teacher grade level teams collaborate to select 20 students per grade to participate in the after-school program based on interim assessments and formative assessments results (Unit 1/Cycle 1)</p> <p>-Teacher and vice principal contact the parents to ensure participation</p> <p>-After-school teachers are the same as the child’s teacher during the day or collaborate with the teacher to obtain accurate DRA2/Observational Survey, SRI data and goals, as well as other progress and needs based on interim assessment and classroom formative assessments</p> <p>-SST will monitor and include progress from after-school program in student information records</p>	After-school program will support increased student performance.																										

<p>Bi-weekly writing samples</p>	<ul style="list-style-type: none"> -Teachers will submit student writing samples on a bi-weekly basis -Writing samples will include literary analyses, research simulation tasks and narrative tasks in order to prepare students for PARCC components -Rubric scores will be tracked from September-June -Administrators will review samples, scores and analysis and will provide written feedback to teachers -At least twice a month, student writing samples will be reviewed during a PLC (different classes each time on a rotating schedule) 	<p>Writing across all content areas will be reflective of improved writing skills.</p>
<p>Classroom libraries in use</p>	<ul style="list-style-type: none"> -Teachers will be retrained (at a PLC) on the expectations of a classroom library -Topics will include close reading, volume of reading, reading scaffolds and supports, text-complexity, student interests, range of texts, quality of texts and utilizing for writing and speaking extension activities -Independent reading PD will be expanded. Teachers will create a system to monitor type and level of book each student is reading to ensure SRI growth -Teacher teams will observe and support the set-up and use of classroom libraries during ELA classroom team walk-throughs -Teachers will create a system to monitor type and level of book each student is reading to ensure DRA2 growth 	<p>Classroom libraries will foster increased student reading.</p>
<p>Parent workshops</p>	<p>-Workshops will be led for parents covering topics such as: reading at home, how to match books to children (and what SRI scores mean), how to incorporate writing into activities at home, test prep, how to teach/model/hold children accountable for non-academic skills at home, increasing student vocabulary, literacy websites and apps to help students succeed, etc.</p>	<p>ELA concepts will be reinforced at home.</p>

Principal Practice Goal #5:

Competency:	Culture of Achievement: Attendance and Tardiness
SMART Goal:	By June 2016, Park Elementary School will decrease students' absenteeism and tardiness rate by implementing a daily attendance tracker with protocols. We will also decrease teacher absences and tardiness by implementing AIP policy to support an environment for a school culture of excellence.

Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):

- Administration will delineate a clear school-wide attendance improvement tracking campaign by publishing a school wide attendance chart to be displayed outside the Main Office, maintained by school clerk from attendance protocol.
- Administration will train/retrain all staff on attendance protocol and how to use the attendance tracker.
- Teachers will monitor student attendance daily and document communication with families using trackers.
- SST and administration will also monitor student attendance and document communication with families.
- Teachers will create positive incentives for students.
- Administration will monitor school staff to ensure increase daily monitoring of student attendance.
- Administration will establish clear cut procedures for teacher's attendance, promptness and how attendance reflects his/her focus on student learning as a priority. Staff will adhere to the attendance intervention protocol by strictly implementing student tracker.
- Staff will review AIP process during faculty meeting and/or professional development training.
- Administration will create positive incentives for staff.
- Enforcing compliance with district policies on attendance.

Drivers (FOCUS AREAS)	Drivers (FOCUS AREAS)	Drivers (FOCUS AREAS)
Decrease teacher absence rate/Increase attendance rate.	<ul style="list-style-type: none"> -Staff will be trained/retrained on attendance protocol and how to use attendance tracker. - Teacher will create a positive school climate. -Staff will review AIP process during faculty meeting and/or professional development training. 	<ul style="list-style-type: none"> -Agendas/minutes -Administrators will supervise teacher's attendance (AIP) and provide them with feedback regularly
Decrease student absence rate/Increase attendance rate.	<ul style="list-style-type: none"> -Teachers will monitor student attendance daily and document communication with families using trackers. 	<ul style="list-style-type: none"> -Daily tracker monitoring -SST agendas/minutes

	<ul style="list-style-type: none"> -Teachers will support the school wide attendance initiative, Attend Now, Achieve Tomorrow in order to integrate the vision of college and career readiness for all students - Teacher will maintain a good rapport with parents/guardians consistent varied communications. 	<ul style="list-style-type: none"> -Implement classroom monthly attendance -Administrators will supervise teacher's homeroom attendance tracker and provide them with feedback regularly
<p>Administrators will support the school wide attendance initiative, Attend Now, Achieve Tomorrow in order to integrate the vision of college and career readiness for all students and inspires, fosters, and maintains commitment to school goals</p>	<ul style="list-style-type: none"> -School Administrators, teachers and clerks will delineate a clear school-site attendance improvement tracking campaign -Implementing and monitoring the AIP policy. -Monitoring the attendance trackers. -Meeting with the SST to develop and implement strategies to address absenteeism. 	<ul style="list-style-type: none"> -Agendas/minutes -Trackers